

**Report: Mid-Contract Review**

**Academy: Hope Academy of West Michigan**

**Date: November 11, 2020**

The visitation occurred virtually with Hope Academy of West Michigan staff and three members on the Ferris State University Charter Schools Office (CSO) visitation team. The team had the opportunity to meet with and interview the School Leadership Team, and one school board member. We appreciate the open communication and transparency from the academy team.

**Visitation Findings**

<u>School Improvement (both MICIP and local) Processes and Student Outcomes</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"><li>• The school is working closely with KISD as it relates to school improvement and specifically the new MICIP system. The school is cautiously optimistic with the program because of all of the embedded tools within the system.</li><li>• The school is hopeful to attend mini-sessions that are scheduled to be provided by the KISD as the program continues its roll-out and to use all of the tools effectively and efficiently.</li><li>• The school improvement process appears to be data driven.</li><li>• The school meets monthly to review its current school improvement plan. What has been most helpful is the work with the small systems cycles that will allow the school to make changes more quickly or to identify which strategies are working so the school can continue to implement it.</li></ul>	<ul style="list-style-type: none"><li>• Make sure School Improvement Plan focuses on a few goals at a deeper level.</li><li>• Continue to train teachers to address the current challenges/changes.</li><li>• Continue to maximize the value of student deliverables such as the STEM projects being used from Van Andel.</li><li>• Continue to look for ways to empower students to take more responsibility for their learning.</li><li>• Continue to look for ways to implement more extra and co-curricular activities for students to engage in.</li><li>• Continue to look for ways to make the instruction more culturally relevant.</li></ul>

<ul style="list-style-type: none"> <li>• SIOP strategies are used in all classrooms daily. The EL Coordinator is in the classrooms on a daily basis to observe instruction to ensure the strategies are being implemented and implemented with fidelity.</li> <li>• Teachers are required to submit lesson plans that include a variety of SIOP strategies/activities embedded in them.</li> <li>• The staff are expected to implement non-negotiables in the classroom, for example, elementary must include content and language objectives and the secondary level includes content vocabulary. These must also be included in teacher lesson plans.</li> <li>• The students' experience through COVID-19 has empowered them to better manage their own learning and to be more engaged in their academic success.</li> <li>• COVID-19 in its entirety has brought a shared sense of responsibility as it relates to student achievement.</li> </ul>	
<u>Academy Culture Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• The academy has worked with NCSI to implement work on culture within the building to explore systems/processes and values and how that translates to interactions within the organization from management company to the school. This work revolves around the school's current mission/vision/values.</li> <li>• IES has worked with the board to become more financially competitive with other area schools to recognize the staff's efforts and dedication which the staff was appreciative of and assisted with staff retention.</li> <li>• The teacher relationships are growing, which is resulting in more collaboration and support amongst teachers.</li> <li>• Teachers have been given more of an opportunity to take more risks and try new things in the classroom, which has resulted in more dedication to the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to keep staff needs in the forefront of your minds to insure they do not "burn out" or become overwhelmed with all of the added responsibilities as a result of the COVID-19 pandemic.</li> <li>• Continue to look for ways to transfer the improved culture with students and staff into improved performance on assessments.</li> <li>• Consider a review of successful protocols used during the pandemic that can continue.</li> <li>• Consider looking into Capturing Kids Hearts as another avenue to build relationships with students.</li> <li>• Continue to look for ways to reduce student truancy.</li> </ul>

<ul style="list-style-type: none"> <li>• The relationship between the management company and the staff at HAWM has improved. Teachers report feeling more valued and listened to.</li> <li>• There was a change this year with the leader of the Parent Group. This individual is a Spanish speaker and has grown the relationship of the parents and their involvement with the school and their child's education.</li> <li>• The school leader reported that the school has really worked with students and is encouraging them to understand that their lack of language is not a barrier and they can achieve anything they set their mind to. This is evidenced by the number of students graduating and taking advantage of the ISD technical center.</li> <li>• The school has implemented student to student mentoring. This was reported to begin organically with students who are more advanced in language and credits are working with students who are struggling.</li> <li>• Due to COVID-19 each student is greeted individually because of safety protocol. This daily check-in has allowed an adult to also gauge how a student is doing emotionally which has proven to be very helpful in meeting the needs of the students.</li> <li>• The board is pleased with the dedication of the staff and all they do to help all of their students find academic success.</li> </ul>	
<b>Mission Accomplishment</b>	
<b>Observations</b>	<b>Opportunities for Growth</b>
<ul style="list-style-type: none"> <li>• The current mission of HAWM was created as a result of the last contract extension. As a result of that, Amplify GR paid for a national consultant to come in and develop a new mission, based on data and the story of the Academy.</li> <li>• The PBIS program infuses the mission of HAWM as teachers reward students for their behavior and efforts and they use the language within the mission/vision as they do so.</li> <li>• The school through their PBIS program incorporates the mission by highlighting one non-academic goal each month, for example, integrity.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to strive for ways for the community to buy into the school's mission/vision/values.</li> </ul>

<u>Governance and Leadership</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• The relationship between the board, ESP, and school leadership is very positive. The board reports this has been the case for long time.</li> <li>• The board has developed and keeps the strategic plan in the forefront of the decisions being made for the academy.</li> <li>• The board reviews monthly the progress on the strategic plan.</li> <li>• The board keeps their mission in mind when making decisions about the direction of the school, especially providing a safe environment for all kids given the neighborhood the school is located.</li> <li>• The board is pleased with the efforts of the management company.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to monitor the number of strategies in your strategic plan so that it does not become so overwhelming.</li> <li>• Encourage the board to review successful protocols put in place due to the pandemic that can continue.</li> </ul>
<u>Resources and Support Systems</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• The school implements literacy MTSS. The students are tested frequently and then placed into tier groups that work on the various skills needed by the students. The school targets 98% efficiency before the student progresses.</li> <li>• K-1 implements reading supports to assist students. The school is noticing some 2<sup>nd</sup> grade students who need this support also due to COVID-19 and are providing those as needed.</li> <li>• EL students are working in small groups to assist them in language acquisition. The time and attention for these students has increased over the past two years and the teacher indicated this has provided great dividends.</li> <li>• The school is implementing consistent testing and using that data to move kids, create new groups, create activities within the groups, and to include parents in the process.</li> <li>• The school has math interventionists that provide small group interventions for those struggling.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work on the implementation of IXL program to assist students with needed supports.</li> <li>• Continue to work on the implementation of writing within the support groups.</li> <li>• Continue to work on identifying the difference between an English Language Learner versus a Special Education student so the appropriate resources/supports can be provided as needed.</li> <li>• Continue to work with families, as it relates to internet access that will allow all students to participate without interruption.</li> </ul>

<ul style="list-style-type: none"> <li>• The school continues to implement a strong PBIS program, which has resulted in a significant decrease in negative behaviors allowing the school to maximize learning time in the classroom.</li> <li>• At the secondary level programs such as Moby Max and Khan Academy has been implemented, which seems to have resulted in great academic achievement along with increased student engagement.</li> <li>• The parents, due to COVID-19, have increased their involvement with the school. This includes parents taking English classes or technology classes to better assist their students, especially when at home.</li> <li>• The school appears to have sufficient technology in place for student success for both in person and remote learning.</li> </ul>	
<u>Facilities Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• The air conditioning project has been completed and was reported as successful.</li> <li>• The school creatively utilizes the space that it has to meet the learning needs of their students.</li> </ul>	<ul style="list-style-type: none"> <li>• If the school is Reauthorized for five-year's they would like to proceed with the purchase of the current building to then renovate and/or add on.</li> </ul>
<u>Website/Social Media Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> <li>• The school is providing a variety of media platforms for students/parents/community to access information.</li> <li>• The school upgraded their website within the last year with the purpose of becoming more user friendly.</li> </ul>	

## CSO Review of Overall Performance for Hope Academy of West Michigan

<u>Contract Performance Report Review</u>	
Observations (2018-19 data)	Opportunities for Growth (2018-19 data)
<ul style="list-style-type: none"> <li>Enrollment has been steady</li> <li>High level of Hispanic students necessitates EL programming</li> <li>MAP Growth was great in 18-19, all grades in Reading and 5 out of 7 grades in Math were above the 50<sup>th</sup> percentile goal</li> <li>MSTEP/PSAT 8/SAT scores were low but trending up</li> </ul>	<ul style="list-style-type: none"> <li>All grades were below the MAP Achievement (50<sup>th</sup> Percentile) in Reading and 6 out of 7 grades were below the goal in Math</li> <li>MSTEP/PSAT 8 scores have been below Composite District averages</li> <li>SAT average score was 825 (State Average was 985)</li> </ul>

<u>School Support Team (SST) and Field Representative (FR) Updates</u>	
Observations (2019-current data)	Opportunities for Growth (2019-current data)
<ul style="list-style-type: none"> <li>Yellow SST Designated School for the Academic Pillar, Green for Operations, Fiscal, and Compliance/Governance</li> <li>Facilities have been improved and appear safe and conducive to learning in a Balanced Calendar</li> <li>Staffing turnover appears to be improving</li> <li>Stable and solid leadership at both building and board levels</li> <li>No compliance concerns</li> <li>Fund Balance is fine</li> <li>Growth was occurring in most assessments. Build on that!</li> <li>2019 Index indicates excellent scores in Test Participation and EL Learner Progress</li> <li>Most current WIDA assessment data indicates HAWM had positive growth in 7/8 categories including significant increases in listening and speaking scores</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work on ways to translate improving growth MAP scores into higher MSTEP and College Board proficiency numbers</li> <li>All College Board assessments had very low Math scores</li> <li>2019 Graduation Rate Score was only 74 based on the MDE Index</li> <li>Monitor and make needed changes to your Extended COVID Learning Plans as the school year progresses</li> <li>Winter MAP scores will be an important indicator for growth and achievement</li> </ul>

### Overall Opportunities for Growth

- Continue to search for ways to increase students' connections and completed deliverables, whether during remote or in-person learning
- MAP, MSTEP, and College Board achievement and proficiency data needs to improve. If you keep the growth data improving, achievement should follow.
- Continue creating and keeping an effective staff.

**Current CSO Expectations in Consideration for Recommendation of Reauthorization. These are subject to change.**

#### **For Hope Academy of West Michigan:**

- Meet or exceed FSU CSO's academic measures and goals
- Continue to follow all charter contractual expectations
- The CSO may have other academic and non-academic expectations as more information becomes available. All other contractual and policy standards must be met and maintained.
- Keep your MDE Accountability Index Score above the bottom 5% in the State
- Minimize or eliminate RED color designations in the CSO Four Pillars

Signed James K. Scholten  
CSO Visitation Chair

Ronald S. Schneider  
CSO Associate Director